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ABSTRACT

Educators, particularly those in special education, are recognizing the importance of providing students with instruction in problem-reducing and problem-avoiding prosocial and affective skills. This book presents a prosocial skills approach designed for use with handicapped and non-handicapped elementary school students. The teaching of positive social behaviors may increase chances of successful mainstreaming. The chapters are: (1) "Introduction"; (2) "Components of Structured Learning," outlining modeling, role playing, performance feedback, and transfer of training; (3) "Assessment for Selection and Grouping," including identification of potential participants, Progress Summary Sheet, and Student Mastery Record; (4) "Beginning a Structured Learning Group"; (5) "Conducting a Structured Learning Group," discussing ways to enhance student motivation; (6) "Prosocial Skills," presenting the structured learning curriculum and 60 prosocial skills divided into skill groups of classroom survival, friendship-making, dealing with feelings, alternatives to aggression, and dealing with stress; (7) "Structured Learning in Use: A Transcript," an edited transcript of a structured learning session with elementary-age mildly handicapped children; (8) "Suggestions for Use"; and (9) "Managing Behavior Problems." Contains 93 references. (BGC)

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